the system have only served to bring out the general excellence of the administration o£ the Philippine public schools and to strengthen the faith of the people in it.

The seven thousand public schools are staffed by twenty-seven thousand teachers.[3] The *primary* schools give a four-year course providing instruction principally in English, simple arithmetic, geography, social and elementary science, character and health education, the rudiments of some useful occupations, informal games, and organized play and athletics. The *intermediate* schools give three years of additional instruction, including a general course and one or more somewhat specialized vocational courses. There are also schools on the *secondary* level which offer a *regular* course of four years, classified into: (a) Academic, (b) Agricultural, (c) Commercial, (d) General, (e) Home Economics, (f) Normal, and (g) Trade 5 and Special Insular Schools which offer courses on the Junior College level, namely, the Philippine Normal School, the Philippine School of Arts and Trades, and the Philippine Nautical School. It is apparent, therefore, that the training in the public schools is well diversified, with proper emphasis placed on the vocational aspects of education, such as agricultural and industrial, and on home economics, as well as on the academic subjects. The Central Luzon Agricultural School at Munoz, Nueva Ecija, is the best known of the agricultural schools and is adequately equipped to give practical instruction. The physical and moral development of the children has also not been neglected, since character education, physical culture, and health education form a regular part of the school curriculum.

The legislative body has provided very generously for the public schools. The first Act passed by the Philippine Assembly in 1907 appropriated i,ooo,ooo pesos ($500,000) for the building of rural schools. Another outstanding legislative enactment set aside 30,000,000 pesos ($15,000,000), the

[3] **Figures are of January i, 1935.**